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ABSTRACT

This report presents an evaluation of progress made by the Chicago component of Project Simu-School in moving toward the attainment of its stated objectives. It is divided into five main sections: (1) evaluator's activities; (2) detailed product, process, and management evaluation; (3) description of evaluator's onsite findings; (4) recommendations and rationales; (5) confirmation or questioning of need for program modifications. The evaluator concludes that there has been efficient management and budget control. (Author/MLF)

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EVALUATION REPORT

for

IMPROVING THE EDUCATIONAL (FACILITY) PLANNING PROCESS/SIMU-SCHOOL

Funded By The
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Prepared By

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INTRODUCTION

This evaluation report has been prepared in accordance with the evaluation requirements specified by the U.S. Office of Education for ESEA, Title III programs as amended by P.L. 91-230, and in accordance with the evaluation design for this project contained in the Continuation Proposal (pp. 33-38) approved by the U.S. Office of Education. Its objective is to present an evaluation of progress made by the Chicago component of Project Simu-School in moving towards the attainment of its stated objectives. It is divided into five main sections as follows:

I. Evaluator's Activities

II. Detailed Product, Process and Management Evaluation

III. Description of Evaluator's On-site Findings

IV. Recommendations and Retionales

V. Confirmation or Questioning of Need for Program Modifications.

I. EVALUATOR'S ACTIVITIES

As previously stated, Project Simu-School does not deal directly with students but is concerned, instead, with educational planning. This evaluation is different from that of other ESEA Title III projects. In carrying out this evaluation, the project related activities of the Evaluator included:

- meetings both formal and informal with project staff, and LEA personnel;

- review of project documents and reports including project proposal, continuation proposal, quarterly status reports, agreements, subcontractor reports, flow charts, expenditure reports, memorandums, etc.;

- telephone and written communications from the project manager.

II. DETAILED PRODUCT, PROCESS AND MANAGEMENT EVALUATION

Performance objectives identified in the Continuation Proposal relate to essentially three types of activities (see p. 33); (1) development of products (objectives b.1, b.3, b.4, b.5, b.6); (2) coordination/articulation (objectives b.2, c.1, c.2, c.3, c.4, c.13); and (3) management (objectives c.5, c.6, c.7, c.8, c.9, c.10, c.11, c.12).

1.0 Product Development Component

Objective 1.1

By December 31, 1973, the Chicago Component of Simu-School will design, develop and make available the following products:

#1 Development of a prototype Simu-School Planning Center

An agreement was previously negotiated with Architect Raymond Pigozzi to perform all tasks necessary for the remodeling including:

a. Interior painting of training room and vestibule.

b. Lighting for training room, vestibule, staff room and workroom.

c. Installation of carpet for training room and vestibule.

d. Furnishings and window coverings for training room and vestibule.

1. The painting and carpet installation were completed and the furnishings ordered during the previous quarter.

Furnishings have arrived for the training room and LEA furniture has been obtained for staff and workrcoms.

2. The LEA established in the center a task force to plan and carry out a facilities program of $51,000,000. This is a major project and the task force model operating out of the planning center fulfills one of the primary objectives of the project. Demographic studies, program specifications, facilities standards, training sessions and community involvement will be necessary ingredients into this program.
3. There was no change in the status of the project to remodel the Moos Library into a resource center. This delay is apparently caused by budget transfers within the LEA.

   Comment - The Moos project was to be a prototype but staff interest seems minor and in the evaluator's opinion the project should be dropped as a Simu-School program. The merits of the idea remain valid, and the LEA should restart with all budget and internal administrative problems relative to remodeling settled as a pre-condition.

#2 Preliminary Development of a Knowledge Center

Development of the Knowledge Center is essentially complete and shelved in the operations and research sections of the planning center. It includes the collection of the following kinds of material:

- a select library of books, periodicals and research reports pertaining to planning.
- planning information in the form of census data, school data, student data, facility inventory, data from local agencies such as the Chicago Housing Authority, etc.
- catalogs for educational supplies such as furniture and equipment.
- a few samples, such as carpeting.

A card catalog has been prepared for all written material acquired through project funds.

Some materials were added to the collection. The Center continues to be used by some LEA personnel.

#3 Continued Development of a Facility Planning Sub-System of a Management Information System

No progress was made on this objective, although apparently Dr. McGuffey is revising his paper on "A System for Evaluating Educational Facilities".

#4 A Feasibility Study for the Application of Computer Simulation Model to the Planning of Educational Facilities

The paper on "An Investigation of the Implications of Student Mobility for School Planning in Chicago" by Ashraf Manji and Eric C. Moore was critiqued and redrafted. These efforts still indicate a most significant contribution to facility and educational planning.

Comment: This report as a part of the special monograph on urban planning should receive wide distribution. The suggestion of close coordination with the Dallas Component relative to their development of a demographic computer model is repeated and emphasized.

#5 Preparation of staff "Development Studies" on some key Aspects of Educational Facilities Planning

Several case studies were completed on:

(a) Facility Planning
(b) Educational Planning
(c) Urban - Educational Planning
(d) Comprehensive Planning

A list of papers were included in the last evaluation report and copies are available on request.

2.0 Coordination/Articulation Component
Objective 2.1

The project manager, with the assistance of Dr. Hannon, will specify the articulation tasks/functions to be accomplished with the Council of Educational Facility Planners and will carry out the specified tasks/functions during the project period.

The major task carried out in conjunction with CEFP was the coordination and planning meeting with all components conducted at CEFP headquarters in Columbus, Ohio January 17-18, 1974.

Objective 2.2

The project manager, with the assistance of Drs. Hannon and Leu, will specify the articulation tasks/functions to be accomplished with the Santa Clara Component and will carry out the specified tasks/functions during the project period.

The project managers met to review project work and coordinate progress to complement each others objectives and to insure a minimum of task duplication. The major task was input into the planning guide being developed by Santa Clara County. Kenneth Brooks of the Chicago Component searched literature and prepared a discussion guide to facilitate positive interaction.

Objective 2.3

The project manager will import all products of the Santa Clara Component, disseminate them internally to principal investigators and others, and will ascertain that the same tasks are not done twice.

The project manager has obtained all available products and published reports from Santa Clara County Component and has made them available to principal investigators needing them. In addition, copies of products developed by the Chicago Component have been sent to the project director at Santa Clara.

Objective 2.4

The project manager, on at least a quarterly basis, will disseminate information concerning the functions and progress of Simu-School to Chicago school districts.

Information was sent to selected administrators relative to planning center activities and products. In addition the following publications have been disseminated to the local administrators:

1. Center for Urban Planning
2. Pupil-Need Oriented State School Finance System: The Hope of Large City Schools
3. Orienting Users for New Facilities
4. An Overview of Senn High School Programs

Objective 2.5

The project trainer will initiate the development of the training component.

Mr. William Crescenzo, of the LEA's Program Planning Department, participated and assisted with training activities.

Comment: In the evaluator's opinion, it is restated and emphasized that a LEA employee should spend full time on training functions at the planning center.

Objective 2.6

The project trainer, on at least a quarterly basis, will disseminate information concerning the functions and progress of the training component to Chicago school districts.

The previously mentioned Overview of the Senn High School Program was disseminated and a monthly schedule of activities is published indicating key events to occur through the Simu-School Planning Center.

3.0 Management Component

This section provides an evaluation of specific management related performance objectives identified in the Continuation Proposal. The manager and director requested and received a six month extension of time with no additional funding. The manager has redeveloped time lines and agreements reflecting the extension.

Objective 3.1

The project manager will ascertain that the project objectives are met and that project tasks/products are completed on time.

The project manager prepared a "Level I" time line as well as a detailed network flow chart to insure that the project objectives are met and that project tasks/products are completed on time. A monthly calendar of major Simu-School activities is to inform all project related personnel of key events.

The goal of the project manager to produce one product each month was accomplished satisfactorily. Six products listed previosuly have been formed into a special monograph on Planning. The monograph title is Educational Facilities Planning in Chicago: Selected Case Studies.

Comment: In the evaluator's opinion this monograph is an important document and should be disseminated. Perhaps the title of part one "Rationale Approach to Planning" should change to a closer description of its contents.

Objective 3.2

The project manager will complete and file all forms and reports and meet all requirements of Title III, Section 306, as amended by P.L. 91-230, on time, as stipulated both in the law and in the current guidelines.

The project manager has satisfactorily discharged all responsibilities in connection with this objective.

Objective 3.3

The project manager will formalize agreements with principal investigators, assist them in developing a statement of work with timetable and ascertain that work proceeds on schedule.

Copies of all subcontractor agreements have been rewritten and formalized to specify the contracted tasks. New agreements were developed to conform to the time extension.

Objective 3.4

The project trainer will develop the training component.

The project manager and Mr. William Crescenzo organized training programs as shown.

January 2:	Waller High School: Development of Educational Program. Waller Faculty, Project Trainer.
January 3:	Pilsen High School: Preliminary Educational Specifications. Community Representatives, Project Trainer.
January 4:	Austin-West High School: Discussion of Proposed Program. Board Members, Community Representatives, Project Director, Project Trainer.
January 8:	Overview of Project Simu-School for the Educational Facilities Committee of The Educational Facilities Center (EFC). EFC Facilities Committee, Project Manager.
February 4:	Field Elementary and Taft High Schools: Review of Interior Design and Furniture and Equipment Needs. Project Trainer, Interior Designer.
February 5:	Sexton Elementary School: Alternatives for Facility Use. Project Trainer, Faculty Representatives.
February 6:	Barton Elementary School: Proposed Facility Plans. Project Director, District Superintendent, Community Representatives, Faculty Representatives.
February 7:	Simulation Game Workshop for Community Involvement. Project Manager, Principal-Interns from the Midwest Administration Center, University of Chicago.
February 15:	Pilsen High School: Preliminary Educational Specifications. Project Trainer, Community Representatives.
February 21:	A Discussion of Proposed Year-Round School Programs. Project Trainer, Program Planners, Facility Planners, School Principals.
March 6:	Discussion: Research and Development for Educational Planning. Fred Schuster, Administrator, Research and Evaluation, Chicago Board of Education; Ashraf S. Manji, Manager, Project Simu-School.

March 7: Workshop on Chicago Board of Education Computerized Personnel System.
Alexander H. Winkler, Director Bureau of Operational Systems and Programming, Chicago Board of Education; Robert Reeves, Director Remotely Accessible Management System (RAMS), Oakland Public Schools, Pontiac, Michigan; Ashraf S. Manji, Manager, Project Simu-School.

March 9: Farragut High School: Physical Education Facilities; Furniture and Equipment.
Project Trainer, Community Representatives, Teachers.

March 26: Year-Round Schools.
Project Trainer, Principals, District Superintendents.

Objective 3.5

The project trainer will prepare a time line of activities.

As shown in Objective 3.4 the project manager and Mr. William Crescenzo prepared a list of key activities each month and incorporated it into the operational plan.

Objective 3.6

The project trainer will oeganize workshops and seminars.

Refer to objectives 2.1, 2.2 and 3.4 where activities are discussed where the trainer assisted and participated in dual role with Simu-School and LEA.

Objective 3.7

The project trainer will help develop proposed Planning Center. The project trainer is now officed in the Planning Center and participates in all training activities sponsored by the Planning Center.

Community Involvement

Community involvement was limited to:

1. Citizen participation in Program Planning and year round school sessions with trainer for Waller, Pilsen, Austin-West, Taft, and Farragut High School representatives. Barton, Fields and Sexton Elementary School Community representatives.

2. Students in training.

While this is a recognized important function in planning, the involvement of community will be limited until a full time trainer is established and the planning center is part of regular LEA operation. In the development stage (while the planning center is part of Simu-School) the involvement will be limited. However suggestions and guidelines for involvement are emerging in the products, ie., Keyes' paper on a Management System.

III. DESCRIPTION OF EVALUATOR'S ON-SITE FINDINGS

The Evaluator has spent a total of three days carrying out on-site review and evaluation. The major findings have already been presented in the preceding sections and will not be repeated in this section.

IV. RECOMMENDATIONS AND RATIONALES

The evaluator has the following recommendations to make.

1. It is repeated the position of the trainer identified in the Proposal should become full time as soon as possible.

While the part time use of a regular employee of the LEA as the trainer served temporarily, the efforts must be greatly expanded so the objectives of the Planning Center can be met. Rationale: the Trainer is a key position in the planning center and is central to an effective program of planning and community involvement. The temporary employee of Simu-School tends to delay the transition from a project orientation to a regular operational mode.

2. The project director, project manager and project trainer to meet regularly to plan and implement change from a federal fund project to an operational unit. The project director acting as Chief LEA Planner should take the leadership for policy setting. The project manager should alter the Simu-School management plan as necessary to effect the orderly change over.

3. The evaluator again recommends that the manager and director consider steps to incorporate other LEA planning functions in the Simu-School Planning Center. Now that federal funding will end on June 30 the establishment of the Capitol Assistance Program as a function of the Planning Center is a great step toward actualizing a fully operational center. In fact, that program may push the limit of the Center.

4. The major planning project will severely cramp the Center for work space. Some thought is needed to consider ways

to expand the Center.

5. As various activities, products and workshops are tried, it is recommended that emphasis be placed on (a) import on students; (b) communication with and involvement of parents and interested community citizens.

V. CONFIRMATION OR QUESTIONING OF NEED FOR PROGRAM MODIFICATIONS

It is necessary to amend the budget to reflect the extension of time from December 30, 1973 to June 30, 1974.

CONCLUSION

The main accomplishments of the project during the past quarter have been:

(1) The draft of an important training monograph;

(2) the shift from federal project to a local unit.

(3) the use of the planning center as headquarters for a major urban planning project

(4) focal point of training activities.

From the evaluator's observations, there has been efficient management and budget control.